

Exceptional in the Early Grades-

A Comprehensive Look at Serving K-2 Students

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About Me

Classroom teacher in grades 2, 3, and 4. (combined seven years)

ALG Specialist in Georgia (three years) and North Carolina (ninth year)

I spent six years nurturing potential of K-2 students at four or five schools in Asheville City. I was employed part time these six years.

Our district has moved away from a single specialist dedicated to K-2. I currently serve an elementary school K-4.

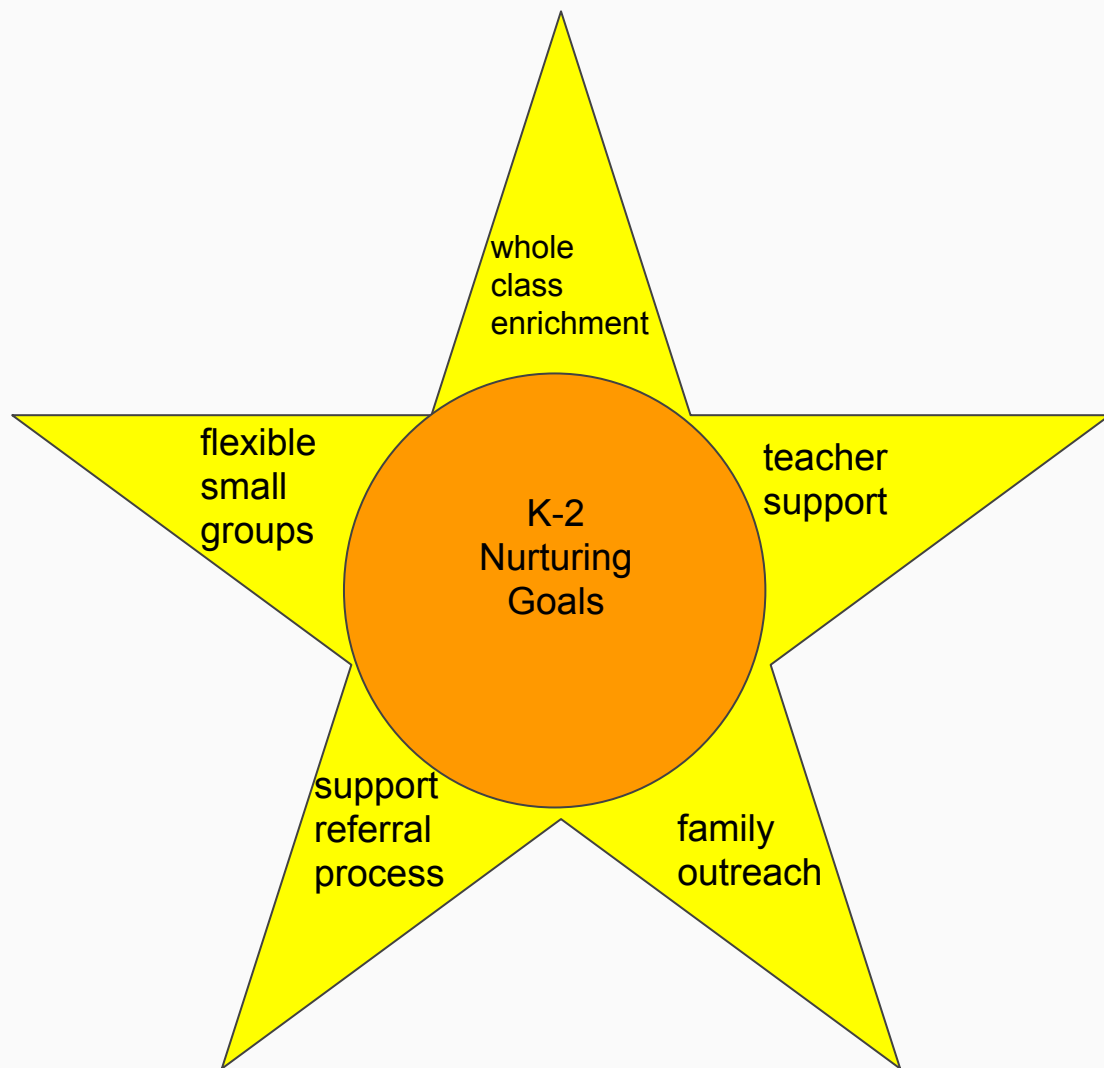
My knowledge is from my experience. Please share your experience!

Goals

"I have a dream..."

During this session we will explore:

- ★ whole class enrichment in the primary grades
- ★ classroom teacher support
- ★ small flexible group instruction in the primary classroom
- ★ how to use nurturing to inform referral process and identification
- ★ outreach and support for families



Imagine you are a
new
Kindergartener....



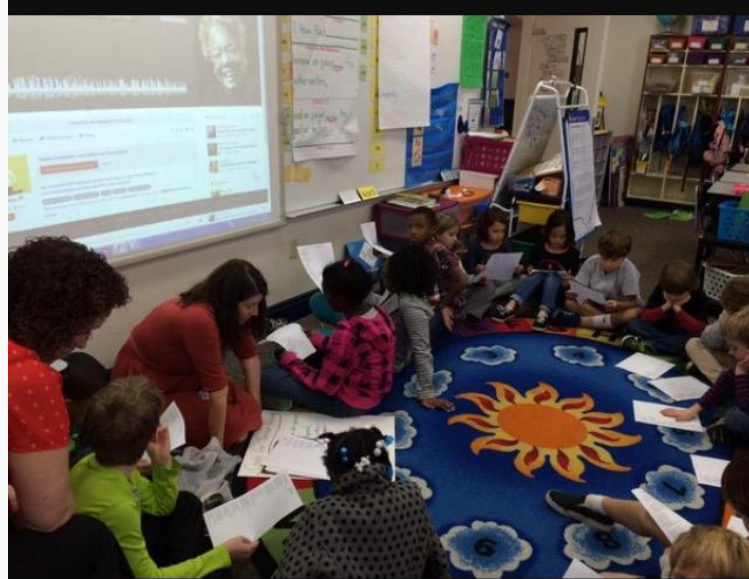
Whole Class Enrichment

Why is whole class enrichment important in the early grades?

- Gifted specialists can interact with ALL students.
- Classroom teachers can observe their own students.
- Classroom teachers can observe teaching by specialist trained in meeting needs of gifted students.
- The shared time with students allows for reflection with peers about class and students.

Also...

Administrators
like whole
class lessons
by the AIG
Specialist.



Kimberly Dechant @Decha... 📅 20 Oct
CLX AIG teacher facilitates whole
class Paideia seminar on "Life Doesn't
Frighten Me" by Maya Angelou

Examples of Whole Class Enrichment

Mindset

Habits of Mind

Socratic Seminars

USTARS~PLUS lessons

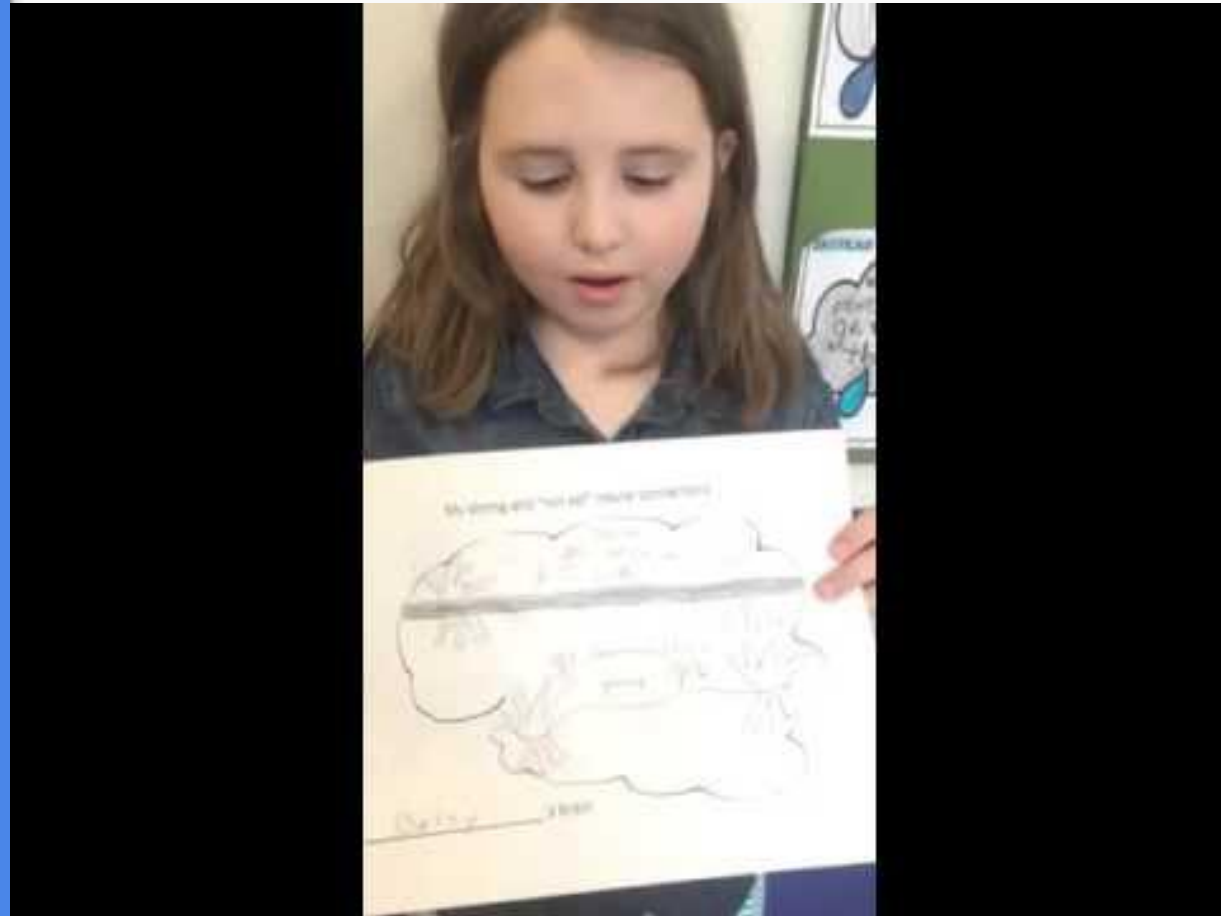
Primary Education Thinking Skills (PETS)

“mental challenges”



Mindset whole class lesson- neural connections

Betsy reflects on her own neurons
after participating in a mindset whole
class lesson.



Why is teacher support important?

- Teachers often have little or no training in meeting gifted students' needs.
- Interacting with classroom teachers gives specialists a deeper understanding of the standard curriculum.
- Trust building
- Classroom teachers are the people with whom students are most in contact and therefore they have power to increase a student's academic growth.



Teacher Support-PLCs

In true Professional Learning Communities the gifted specialist is an integral part in answering the question “*What do we do when the students already know it?*”. When teachers work in collaboration with specialists on answering this question, student needs are being met “all day every day” and classroom teachers build capacity to do this on their own.

Teacher Support-Resources

Resources-choice menus, extension lists, primary research projects, published resources (on display)

[Extension Counting Choices](#)

[Think Tac Toe-Reading Fiction](#)

[Menu Example](#)

[Enriching Kindergarten Developmental Play Centers](#)

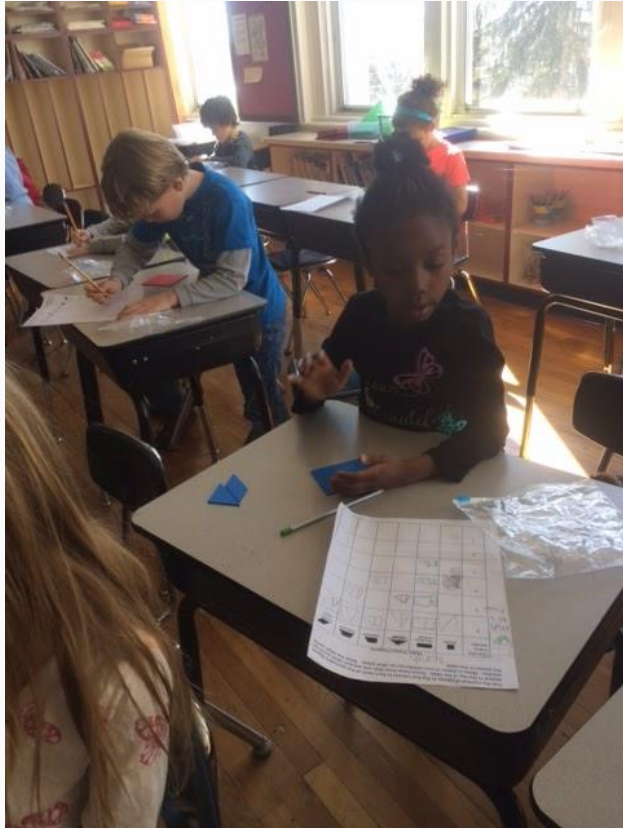
Flexible Groups

Why flexible grouping?

- Meets academic needs of the students
- Meets social and emotional needs of students
- Connects students to intellectual peers

How to decide who is in a flexible group?

Let's discuss!



Resources for Flexible Small Group Instruction

Great Books

Building Language by Michael Clay
Thompson

William and Mary units-*Beyond
Words, Splash!, Spatial Reasoning,
Journeys and Destinations*

Interact Simulations-Athenian
Secret

PETS small group lessons

K-2 Nurturing to Inform Referrals and Identification

- The purpose would be to increase referrals and identification of traditionally underserved populations of students.
- Specialist observation of students (USTARS~PLUS, PETS, socratic seminars, mindset lessons)
- Collect artifacts - work samples, anecdotal notes, teacher observations
- Assist teachers with referrals

Family Outreach and Support

- personal phone calls to parents of underrepresented groups
- USTARS family packets
- family curriculum nights
- connecting students and families to resources and mentors

Discussion and Questions

Contact Me:

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Create a story web or story map about your book. Be sure to include characters, setting, and main events.	Compare and Contrast two characters using a Venn Diagram.	Draw a map of an important setting from the book.
Find out if the author has written any other books. If so read another book by the same author and compare the two books..	Make a book cover. Include a cover illustration, a new title, and a summary of the story on the back.	Who else would like to read this book? Write a letter to that person telling them why you recommend this book to him or her.
Take part of the book and make a play or puppet show acting it out.	Pretend you are a main character in the book. Write a diary entry explaining your day.	Write a poem inspired by the book.

Count the objects and the skip count by that number ending at _____.

Count the objects and jump (squat, spin, etc.) that many times while counting.

Count the objects and write a number sentence that ends up with this answer. (write as many number sentences as you can)

Count the objects and glue that many objects onto your paper (you can use things found outside here to get your naturalist kids)

Count the objects and figure out how many years it will be until you are that old. What do you think you'll be doing?

Count the objects and compare to the number of letters in your name. Is it more or less? By how many?(use also with number of kids in the class, people in your family, etc.)

Count the objects. Take away your age. Then show that many objects.

Pretend you are the teacher...how would you teach a younger student to count?

List times in real life you need to count.

Interview adults about when counting is important.

Create a class scavenger hunt of "Things to count in our classroom."

List things that would be impossible to count.

Properties of Matter Project Menu

Appetizer—everyone pick one

-Water observation experiment

-Melting Ice experiment

Main Course---everyone

-USTARS science lessons: Sticky Fingers and/or Liquid Logic

Beverages—everyone pick one

-Have the students take a picture walk through the book, Snowballs by Lois Ehlert. Write a short (and similar) story that involves snow, the sun and melting snow.

-Read the book A Cool Drink of Water by Barbra Kerley. Write a poem about the wonders of water.

Dessert—extra points

--Classify different liquids by multiple attributes: color, thickness, and transparency. Create some way of showing your data. (Liquids to be used could include: shampoo, water, oil, paint, glue, honey, etc)

----Mix oil with water. Observe what happens. Make a cartoon strip to show what happened.

Ideas for Enriching Play Centers in Kindergarten

- Incorporate authentic writing into play (waitress, teacher, doctor, scientist, architect/engineer, designer, performer)
- Open ended/chance to go beyond the curriculum
- Chance to do what students consider their “real work” (writing a book, making a game, finding out about ____, community service, building a _____...)
- Thematic centers—You have standard centers and then centers that change with units of study. (soil/sand/water) road building, streams, soil or apply what you are teaching
- like Dots, checkers, mastermind teach students a lot about planning ahead, strategy, logical thinking
- sorting and grouping –concept development –(take photo of sort and others figure out how they sorted later). If you have students group, then regroup in TOTALLY new groups you get more abstract thinking.
- mapping
- creativity-turn a squiggle, black dot, letter, etc. into something else
- games-Thinkfun games are AWESOME (rushhour, zingo) Simple traditional games